



# **Food Literacy Report 2017**

**Food for Thought**

**Cooking with Kids**

**Nutrition Workshops**

**Cooking with The Basic Shelf**



# Food Literacy Report 2017

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## Background

The purpose of this report is to share the evaluation of the food literacy programs offered by Hastings Prince Edward Public Health (HPEPH) throughout 2017 and provide recommendations for food literacy interventions in 2018. In accordance with the Ontario Public Health Standards, HPEPH is required to ensure that:

1. The public is aware of the importance of healthy eating.
2. Priority populations have food skills and adopt healthy eating behaviours.

(Ministry of Health and Long-Term Care, 2015.)

Additionally, in 2017 a Call to Action was released by a Locally Driven Collaborative Project (a group of dietitians working in public health, funded by Public Health Ontario). This Call to Action provided details on how a food literacy framework can be used to create programs that address healthy eating (Locally Driven Collaborative Project Healthy Eating Team, 2017).

In 2017, a number of food literacy programs were offered by HPEPH. These included Nutrition Month Workshops, Cooking with the Basic Shelf classes, Food for Thought classes, and a pilot of the Cooking with Kids: Family Cooking Class. Each of these programs addressed the needs of different priority populations, as identified by the Situational Assessment of Food Skills in Hastings and Prince Edward Counties, conducted in 2012.

## Nutrition Month Workshops

In March, HPEPH hosted two workshops as part of the annual National Nutrition Month in Canada. A common theme of concern in food literacy literature is the loss of traditional skills, such as canning, preserving, and bread baking (Vidgen, 2016). To celebrate Nutrition Month and provide opportunities for development of these skills among residents of Hastings and Prince Edward Counties (HPEC), two workshops were offered at the Belleville office of HPEPH. One workshop focussed on preserving, canning, and using herbs and spices, while the other focussed on fermenting foods. Both workshops featured guest speakers who are experts in these areas.

It was evident that there is widespread interest in these topics as both workshops reached capacity, with minimal promotion, within a matter of days. There were also a number of requests for these workshops to be held in additional locations in HPEC.



Figure 1: Attendees at the Nutrition Month Preserving Workshop.



A total of 54 people attended the first workshop on canning and preserving, while 47 people attended the second workshop on fermenting foods. The evaluations for the workshops indicated that they were both favourably received, with the majority of participants stating that they were satisfied or very satisfied with the speaker, the workshop content, and the organization of the workshop. One hundred percent of participants indicated that they would be interested in attending future workshops hosted by HPEPH. Suggestions for additional workshops included more specific preserving topics (e.g. pickling and salsa); growing and preserving herbs; and general information on gardening.

Participants indicated that they enjoyed the demonstration component of each workshop and would like future workshops to include demonstrations and/or a hands-on opportunity. They also appreciated the opportunity to sample some products, and receiving handouts and recipes to take home.



Figure 2: Samples offered at the canning and preserving workshop.

# *Cooking with the Basic Shelf*

HPEPH began offering Cooking with the Basic Shelf classes as a pilot in 2015. These classes were adapted from the Basic Shelf Experience classes offered by Kingston, Frontenac Lennox & Addington Public Health. Following the success of the pilot series, HPEPH offered this series regularly at the Belleville office throughout 2016, as well as one series in Marmora (Chard, 2016). In 2017, classes continued to be offered in Belleville, as well as in Marmora and Wellington. The Wellington series was co-facilitated by a dietitian from the Prince Edward Family Health Team.

In addition to the regular Cooking with the Basic Shelf classes, the class outlines and formats were adapted for the Canada Prenatal Nutrition Program (Food for You:Food for Two) as conducted in North Hastings and Quinte West. A pilot series was also offered to clients of Youthab that resulted in a proposal for a train-the-trainer program (Chard, Train-the-Trainer Project Proposal, 2017).

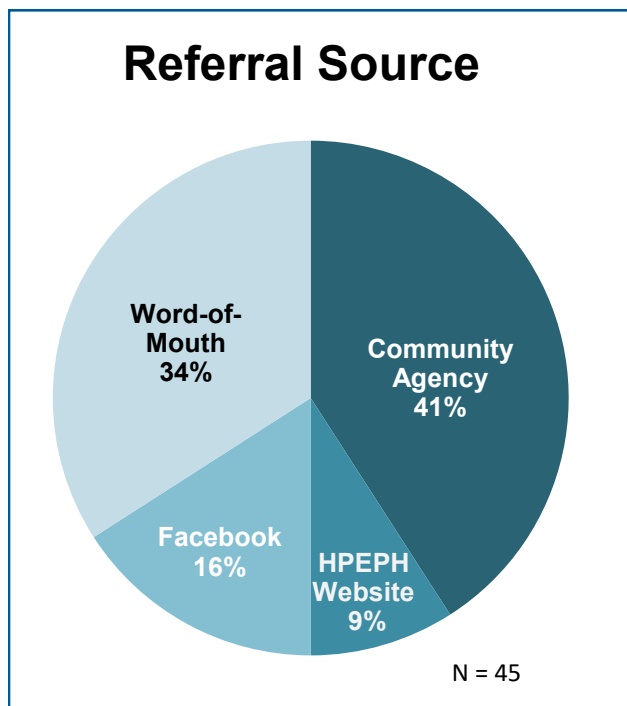


**Figure 3: Participants at a Cooking with the Basic Shelf class preparing food.**

Cooking with the Basic Shelf was also offered at Babies & Beyond at the Bancroft Bible Chapel in North Hastings. This series was slightly different than the standard Basic Shelf series as it was a drop-in format and parents attended with their preschool-aged children. Attendance ranged from seven to ten participants, with nine at most classes. The Métis Nation of Ontario (MNO) co-facilitates the Babies & Beyond program at this location and two staff from MNO co-facilitated the classes. Due to the nature of the group, facilitators often assisted with child care in order to meet mandatory child care provider ratios. The drop-in nature of the classes and the MNO budget meant that increased flexibility in the structure of these classes was necessary. Due to the nature of these classes, participant pre- and post-surveys were not included in the analysis below.

In 2017, there were 68 individuals registered for Cooking with the Basic Shelf classes; 45 of those individuals completed the full series.

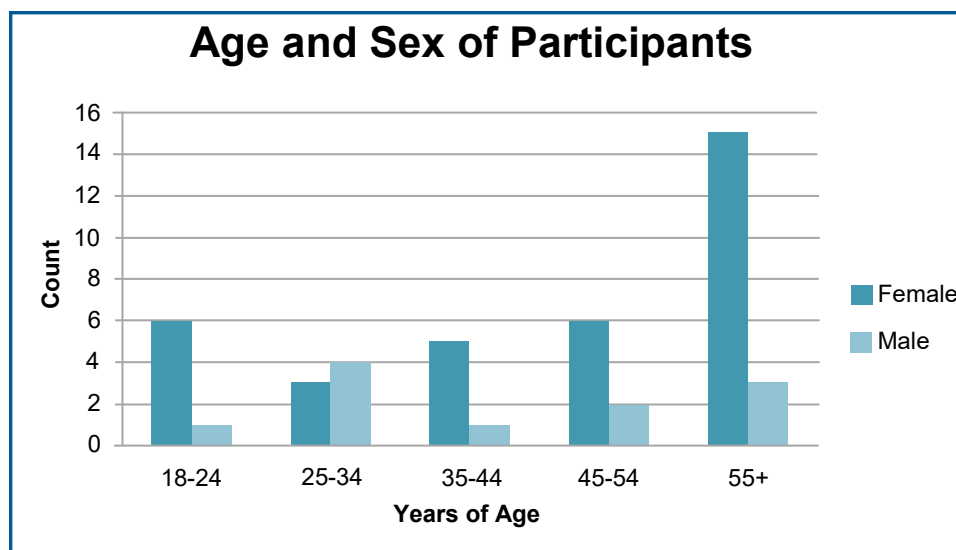
## Participants



The majority of participants learned about the classes through either a community agency or by word-of-mouth, underscoring the importance of fostering strong partnerships with community agencies. The previous year, only 10% of participants had learned about the classes by word-of-mouth, showing that it can take time for a program to gain traction (Chard, 2016). Other ways in which participants learned about the classes included Facebook and the HPEPH website.

Note that response numbers are not consistent for all questions as not all participants responded to every question.

**Figure 4: Referral sources for the 2017 Cooking with the Basic Shelf classes.**



**Figure 5: Age and sex of 2017 Cooking with the Basic Shelf participants.**

The majority of participants at the Cooking with the Basic Shelf classes were female and over the age of 40. However, there was a wide range in age of participants with the youngest being 21 years of age and the eldest being 81 years of age. Many participants attended with a friend, family member, or support worker. These participants were more likely to attend all of the classes in the series than the participants who attended alone. Some participants shared that they had become friends with classmates and continued to socialize with them outside of the classes.





**Figure 6: Wellington Cooking with the Basic Shelf participants.**

Cooking with the Basic Shelf classes employ a targeted universalism approach. In 2017, participants were recruited using the same methods as in 2016 and participants continued to self-select based on information about the classes provided during the registration process (Chard, Food Literacy Report 2016, 2016). Promotion was geared towards individuals living on low-incomes and/or with limited food skills. As research has shown that adults living on low-incomes are no more likely to report having lower food-preparation skills than adults from any other income category, participants were not required to meet any income criteria (Huisken, 2017).

In order to determine if HPEPH was reaching the intended priority population with these classes, questions selected from the Ontario Material Deprivation Survey and the Canadian Community Health Survey (CCHS) were incorporated in the pre-survey given to participants at the first class (Statistics Canada, 2009) (Statistics Canada, 2012).



## Results pertaining to the deprivation index are as follows:

**Do you eat fresh vegetables or fruit every day?**

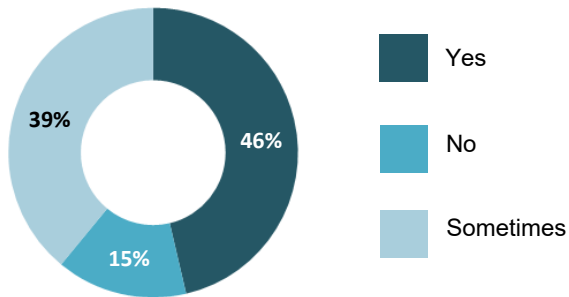


Figure 7: Vegetable and fruit consumption of Cooking with the Basic Shelf participants.

**Do you eat meat, fish, or a vegetarian choice every day?**

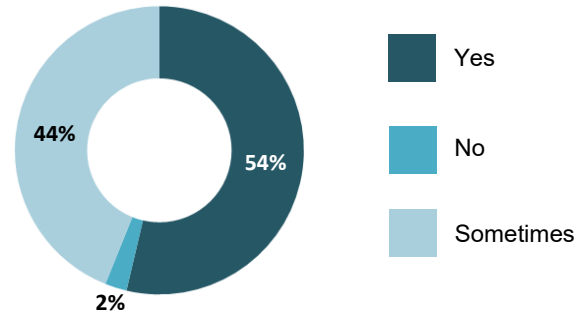


Figure 8: Protein consumption of Cooking with the Basic Shelf participants.

**Are you able to get around your community by car, bus, or another mode of transportation?**

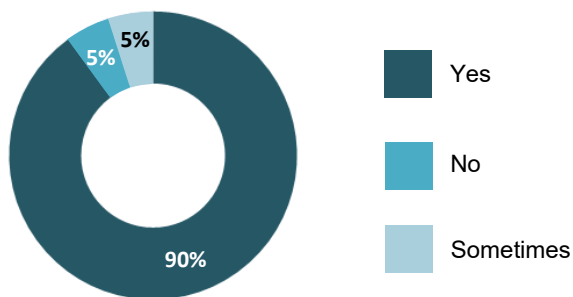


Figure 9: Access to transportation among Cooking with the Basic Shelf participants.

**Are you able to have friends or family over for a meal at least once a month?**

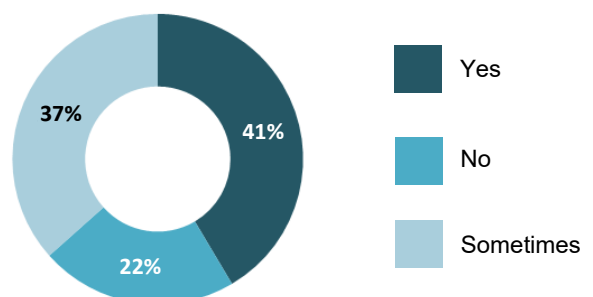


Figure 10: Frequency of shared meals among Cooking with the Basic Shelf participants.

**Results pertaining to the food security component of the CCHS are as follows:**

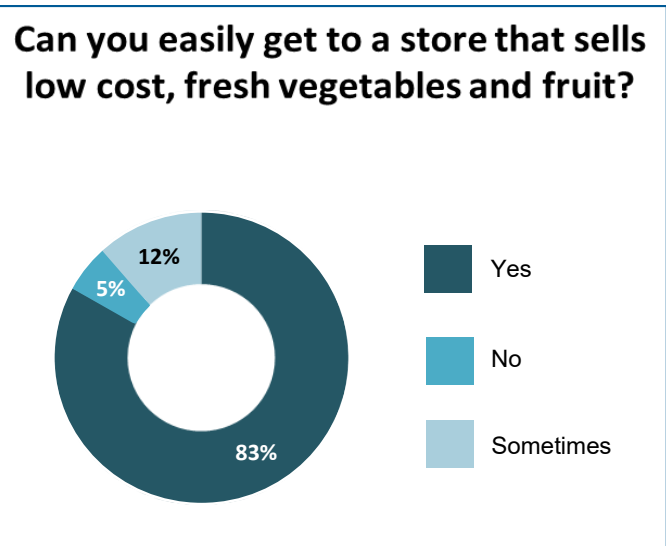


Figure 11: Food access among participants of the Cooking with the Basic Shelf classes.

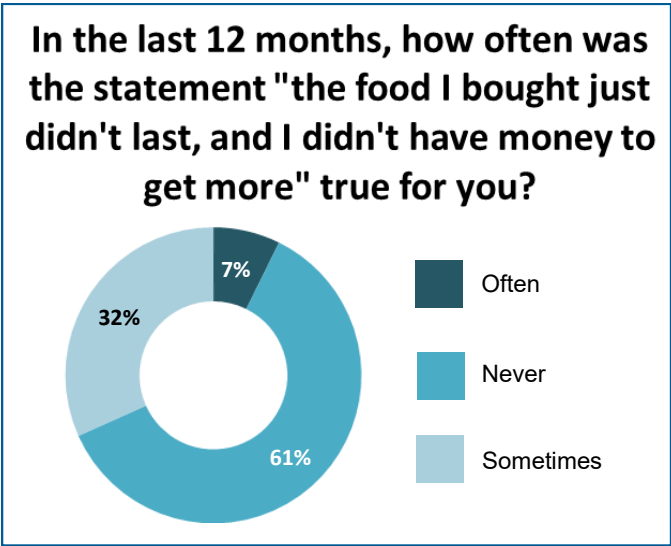


Figure 12: Ability to afford adequate food among Cooking with the Basic Shelf participants.

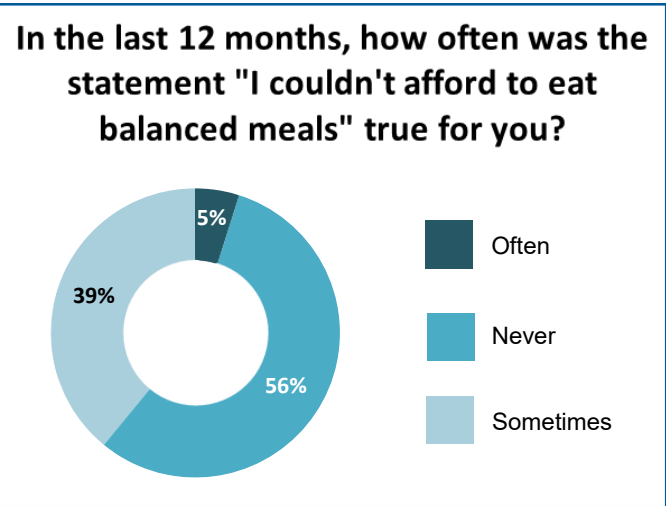


Figure 13: Ability to afford balanced meals among Cooking with the Basic Shelf participants.

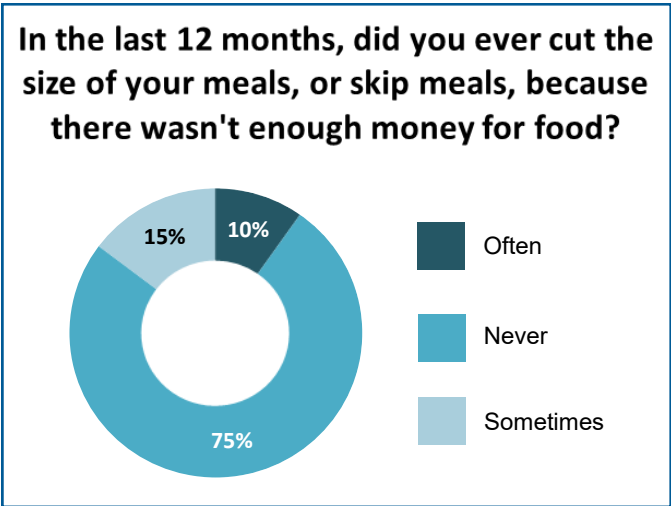
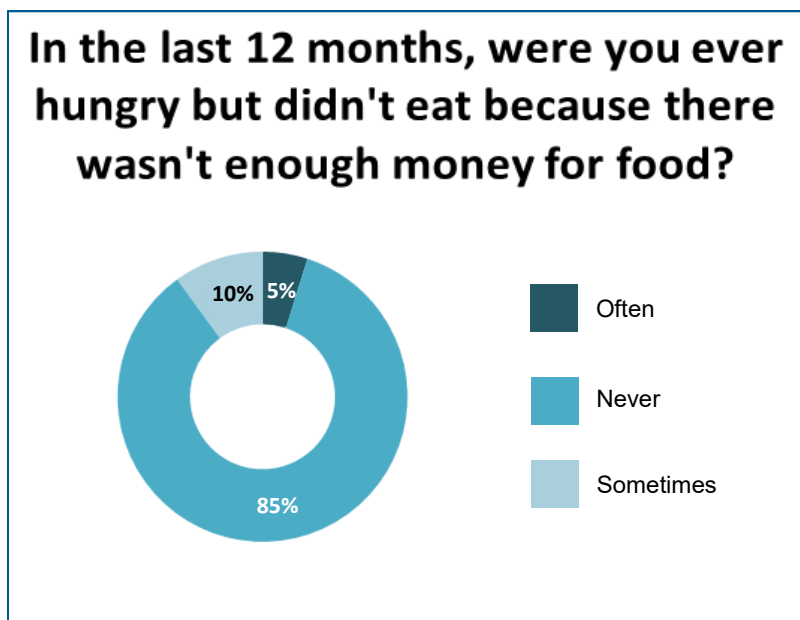


Figure 14: Ability to afford sufficient food among Cooking with the Basic Shelf participants.

**Figure 15: Prevalence of hunger among Cooking with the Basic Shelf participants.**



The responses to these questions indicate that while many participants were food secure, there was some degree of food insecurity among a number of participants. The majority of participants had ready access to transportation and stores that sell fresh produce. However, nearly half of the participants reported running out of food during the previous 12 months and not being able to afford more, as well as being unable to afford balanced meals. Twenty-five percent of participants reported skipping meals due to lack of money for food, and 15% indicated that they had gone hungry because there was not enough money for food. While these numbers may seem low, the percentages are higher than seen in the general population. Food insecurity rates in HPE are generally reported at about 13% (Cancer Care Ontario, 2015). Considering that the majority of people experiencing food insecurity are relying on income from employment or social assistance, finding the time to attend a series of food literacy classes may be a barrier to participation for this population (HPEPH, 2016).

Caution in interpreting this data is advised since responses were not anonymous and

participants may have been uncomfortable responding to sensitive questions about income and hunger. Also, a number of participants attended with support workers. While these participants may not have been experiencing food insecurity, they each faced their own unique set of challenges.

It is important to note that while individuals living on low-incomes were identified as a priority population to receive food literacy training, these classes are not intended to improve food security. Food insecurity is primarily the result of inadequate income. While these classes can help to provide people with greater skills and confidence to aid them in eating a healthy diet, they cannot address the issue of insufficient funds.

Each class included a discussion component, a hands-on cooking component, and a shared meal that the participants prepared together. Participants completed both a pre- and post-survey, in the first and last classes, respectively, to evaluate any change in behaviours and attitudes over the six weeks of the classes. The results clearly showed positive changes in participants.

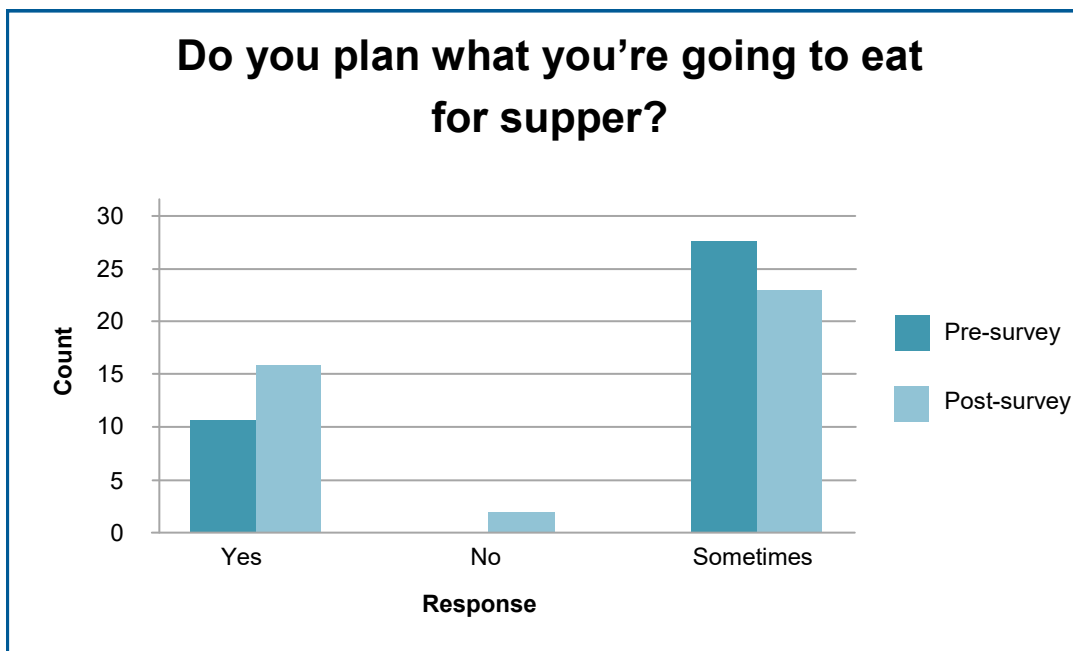


Figure 16: Meal planning among Cooking with the Basic Shelf participants.

More participants reported planning what they were going to eat for supper at the end of the Cooking with the Basic Shelf series than they did at the first class. Reasons given for not planning meals at the first class included: work taking priority, lack of time, desire to choose based on immediate preference or mood, lack of confidence, other family members doing the cooking or shared meal duties, and living alone. Reasons given for not planning meals at the final class included: lack of time, not being the one to prepare meals, choosing to eat out, and laziness.

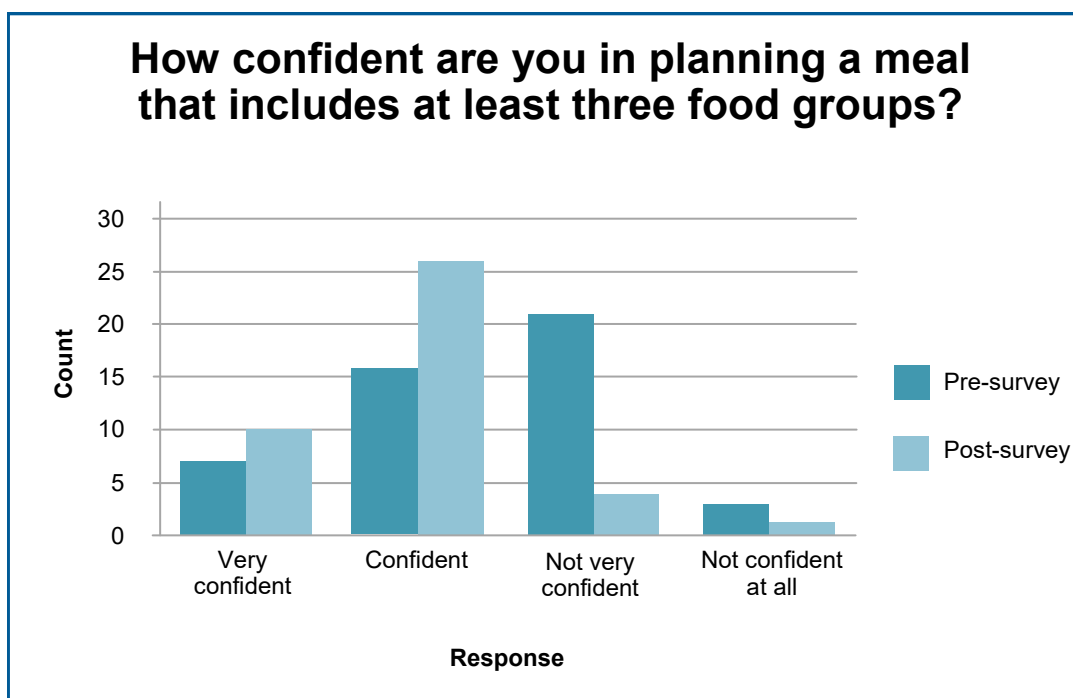


Figure 17: Confidence in planning balanced meals among Cooking with the Basic Shelf participants.



## How confident are you in planning a whole week of meals?

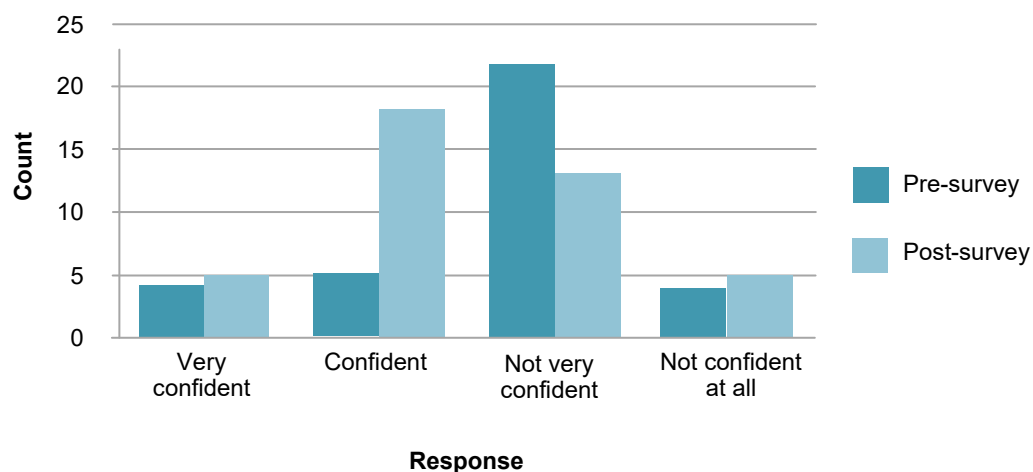


Figure 18: Confidence in planning a week of meals among Cooking with the Basic Shelf participants.

Participants were much more confident in their abilities to plan a meal that included at least three food groups and in planning a full week of meals at the final class than they were at the initial class. This suggests that as participants gained confidence, they were more likely to plan meals. While many participants continued to indicate that they only meal planned 'sometimes' at the final class, the possibility exists that a greater number engaged in meal planning after classes concluded as they continued to become more confident in their abilities.

Figure 19: Cooking with the Basic Shelf participants making tortillas.



## Food Shopping

Food literacy is about much more than being able to prepare nutritious food. It includes skills such as learning to select healthy foods, read nutrition labels, plan, and shop.

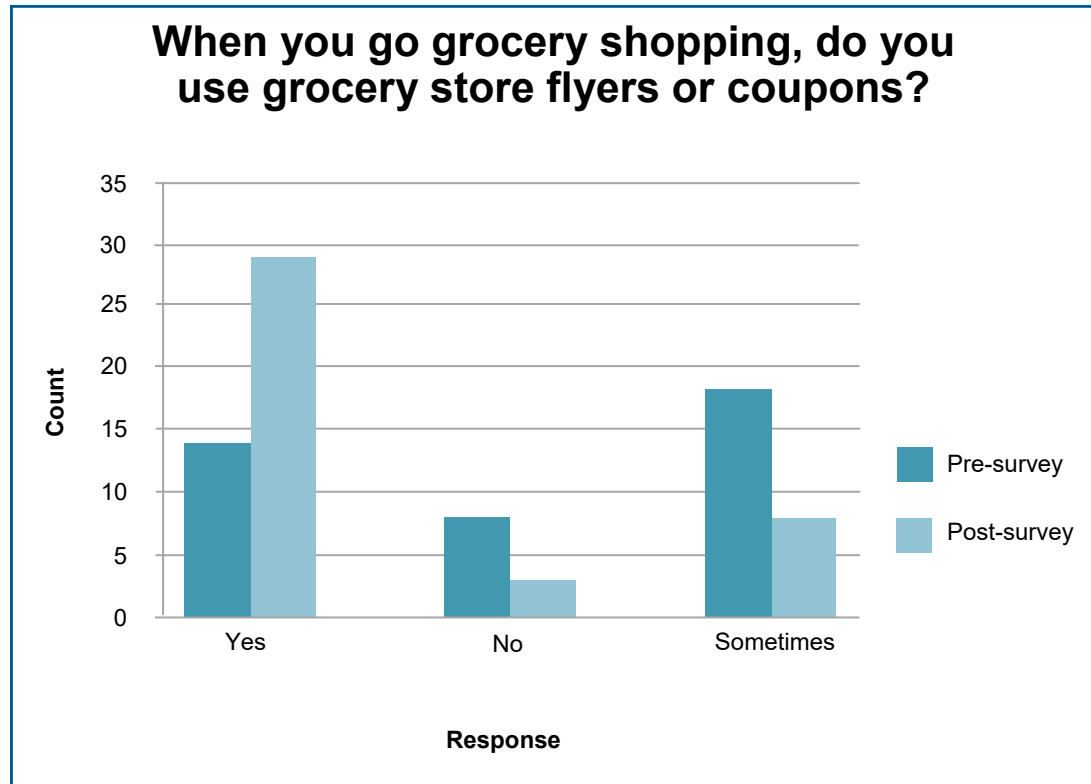


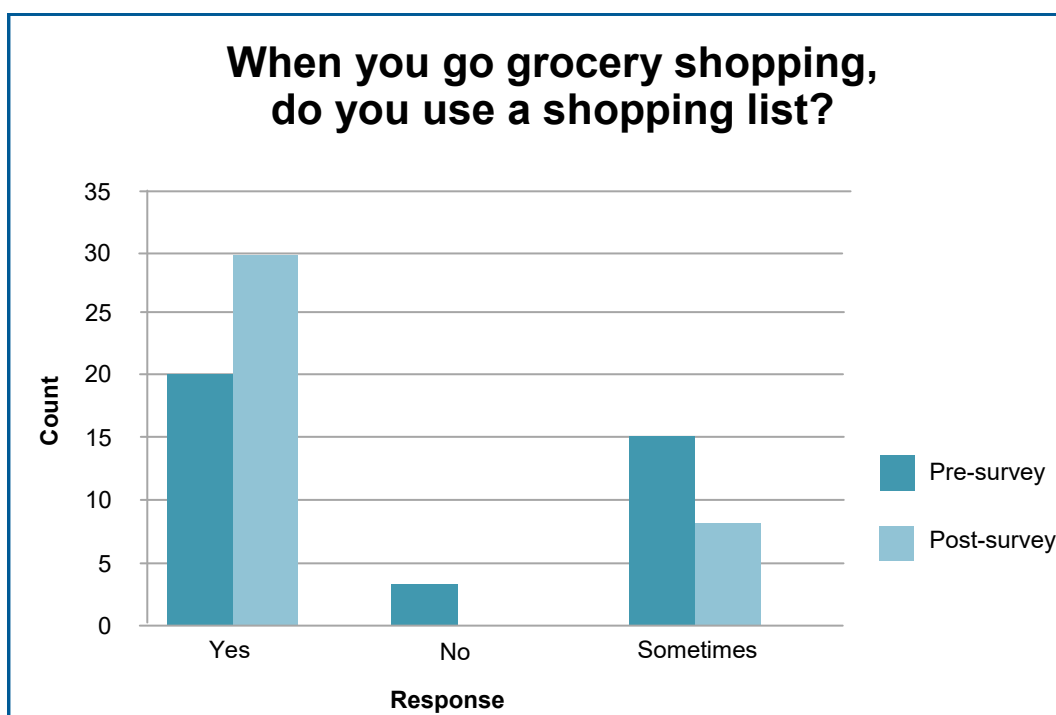
Figure 20: Use of flyers and coupons by Cooking with the Basic Shelf

Meal planning on a budget was the focus of one of the Cooking with the Basic Shelf classes. Ways to save money were discussed, including the use of grocery store flyers, coupons, and related apps. Considerably more participants indicated that they used these resources when shopping at the final class than they did at the first class.



**Figure 21: Comparison of prices when grocery shopping by Cooking with the Basic Shelf participants.**

Many participants already compared prices at the start of the series. However, there was still an increase in the number of participants comparing prices at the final class. In the post-survey, all participants indicated that they compared prices at least some of the time.



**Figure 22: Use of a shopping list among participants of the Cooking with the Basic Shelf classes.**

Using a shopping list helps to facilitate meal planning, reduces food waste, and saves time and money by reducing the number of shopping trips. As seen with price comparisons, many participants indicated that they used a list for grocery shopping at the first class. At the last class, a greater number of participants indicated they made and used a shopping list and all participants used a list at least sometimes.

## When you go grocery shopping, do you read labels to make healthy choices?

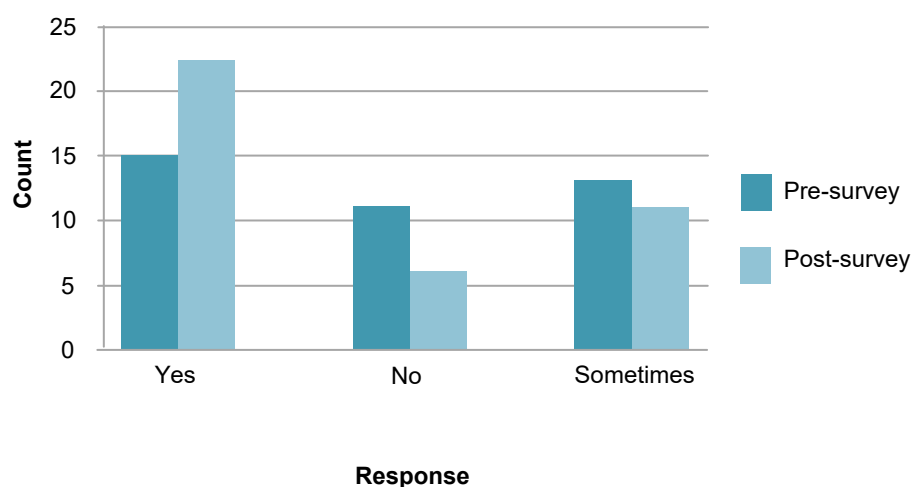


Figure 23: Label reading among participants of the Cooking with the Basic Shelf classes.

The importance of label reading and interpreting labels was the main focus of one class in each series.

Participants were provided with the opportunity to practice label reading using an assortment of food and beverage packaging. While some participants reacted negatively to the subject during the class (they were not keen to practice label reading), they also indicated that they found it informative and their responses to this question clearly indicate that they were more likely to read nutrition labels to make healthy choices at the last class than they were at the first.



Several questions were asked about participants' cooking practices in both the pre- and post-surveys.

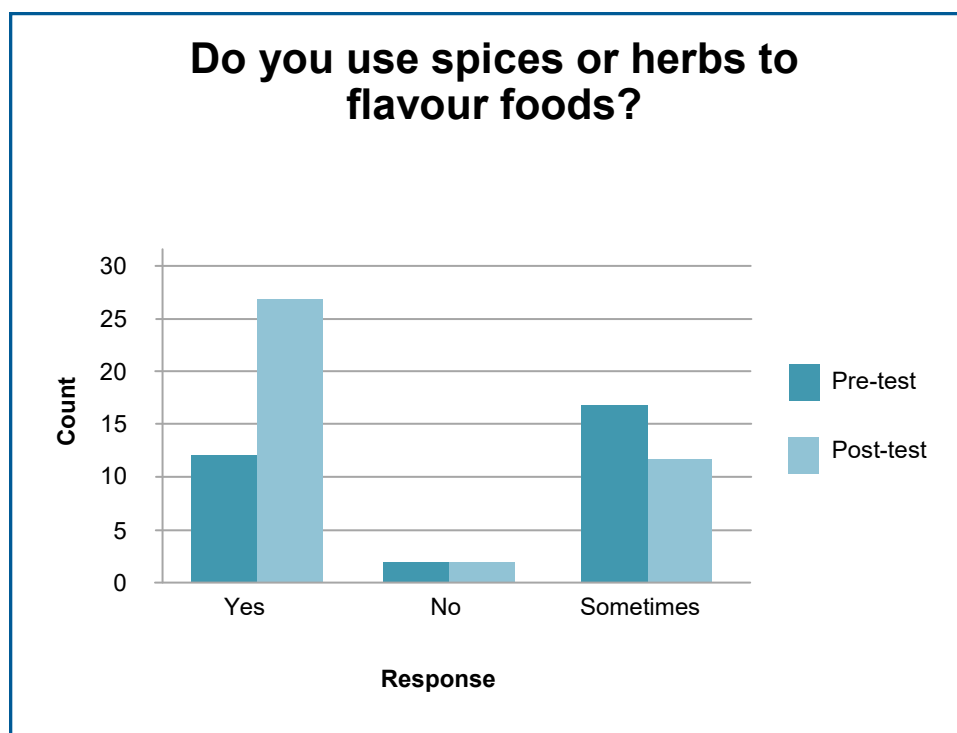


Figure 24: Use of seasonings when cooking by Cooking with the Basic Shelf participants.

As reflected in the comments from the Nutrition Month Workshops and some of the comments from Cooking with the Basic Shelf classes, many people lack confidence in determining which herbs and spices to use when cooking.

The recipes featured in the Cooking with the Basic Shelf classes relied on herbs and spices to enhance the flavour of the foods, rather than salt. More participants reported flavouring foods with spices and herbs at the final class than they did at the first.



Figure 25: A participant slices green onions at a Cooking with the Basic Shelf class.

## Do you use leftovers to make a new meal?

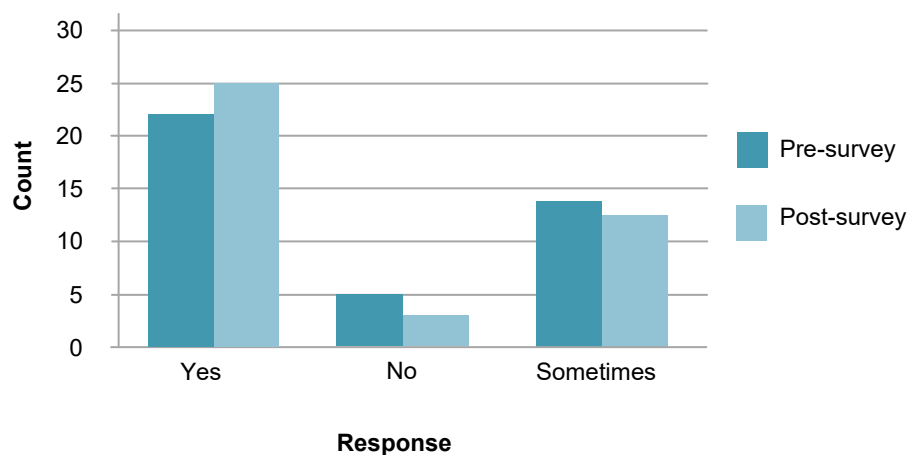


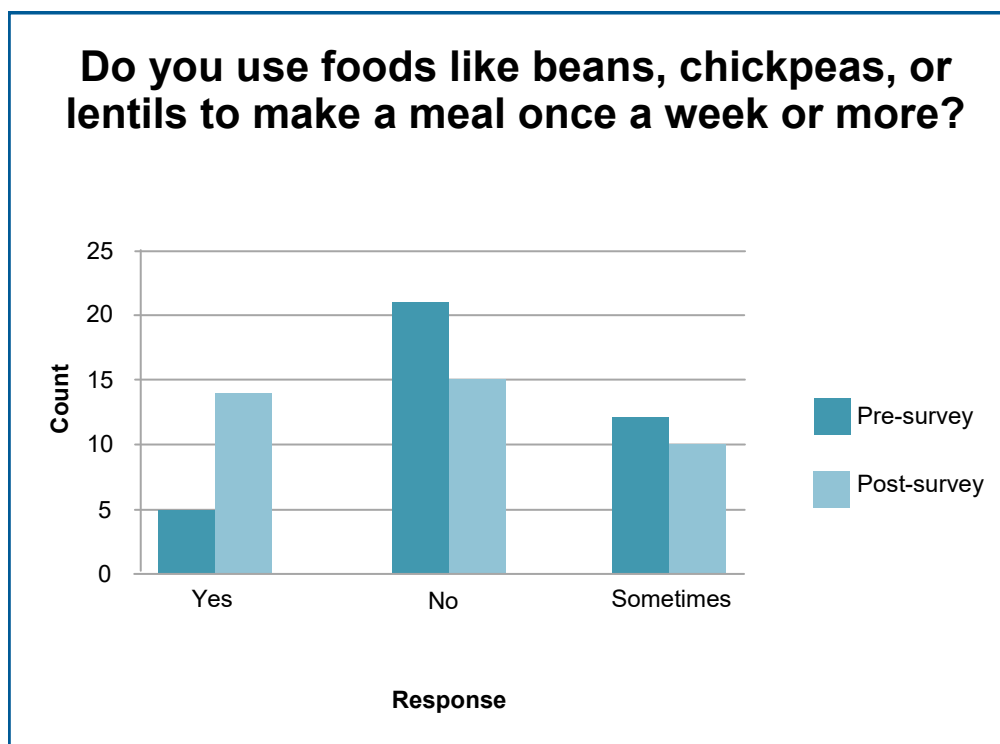
Figure 26: Use of leftovers to make a new meal by participants at the Cooking with the Basic Shelf classes.

Making a new meal using leftovers means more than just reheating last night's supper. It involves creating a new meal using a previous meal, like making sandwiches from leftover roast chicken or using leftover vegetables in a soup. This was part of the discussion at both the Meal Planning and the Cooking for One or Two classes. Many participants already engaged in this practice, while others reported rarely having leftovers. Slightly more participants indicated that they use leftovers to make a new meal at the last class than they did at the first.



**Figure 27: Ingredient substitution among Cooking with the Basic Shelf participants.**

More participants were confident in their ability to substitute missing ingredients in recipes at the final class than they were at the first.



**Figure 28: Use of meal alternatives by Cooking with the Basic Shelf participants.**



There are many reasons to increase the use of plant-based sources of protein in the diet, including health and cost.

The majority of the recipes selected for the Cooking with the Basic Shelf classes were meatless and many incorporated meat alternatives, particularly legumes.

Many participants felt that meat was an essential component of a meal (or reported that they had family members who were unaccepting of meatless meals).

Despite this, significantly more participants reported preparing meals using meat alternatives at the end of the series.



Figure 29: Participants making chickpea burgers at a Cooking with the Basic Shelf class.

Participants were asked to rate their confidence in their cooking skills on a scale of one to ten, with one being “not confident at all” and ten being “extremely confident.” Participants generally indicated higher levels of confidence following completion of the classes.

Subsequent to this question, participants were asked to indicate their confidence in a number of cooking skills, such as slicing, boiling, and baking. A shift in confidence level toward “very confident” was seen across the board in all skills. In addition, many participants commented that they were much more confident in their knife skills following the completion of the classes.



Figure 30: Confidence in cooking skills among Cooking with the Basic Shelf participants.

**“I’m no longer a nervous wreck with a knife.”**

Participants were also asked how they would rate their cooking skills in areas, such as using a kitchen knife safely, cooking a soup or stew “from scratch,” and planning and preparing a quick healthy meal using only foods already in their homes. As with confidence, there was an overall increase in ratings, with more participants indicating that they had “good” or “very good” skills at the final class.

An additional series of questions was asked at the final class to determine if participants felt that they had learned about specific topics and were using information from the classes at home. All but one participant indicated that they had learned how to prepare new recipes at the classes. Ninety-five percent of participants indicated they had learned how to make a healthy meal using Canada’s Food Guide and how to store, prepare, and cook food safely. Sixty-eight percent of participants had tried making recipes from the Basic Shelf Cookbook at home. Ninety-eight percent of participants indicated they had learned how to prepare foods that they had not tried before.



Figure 31: A participant at a Cooking with the Basic Shelf class chopping potatoes for soup.

**The majority of participants (84%) felt that their cooking skills had considerably improved over the course of the classes and indicated they felt more confident in the kitchen.**

*“Since I have now made about 15 new recipes, I am more confident that I will understand instructions, can alternate ingredients and will be organized (not stressed).”*



**Figure 32: Participants at a Cooking with the Basic Shelf class.**

*“After doing so much cooking from scratch, I have loaded my fridge/pantry with spices and fresh vegetables.”*

## Satisfaction

Participants' satisfaction with various aspects of the classes was also assessed at the final class. Overall, participants indicated they were very satisfied with the classes.

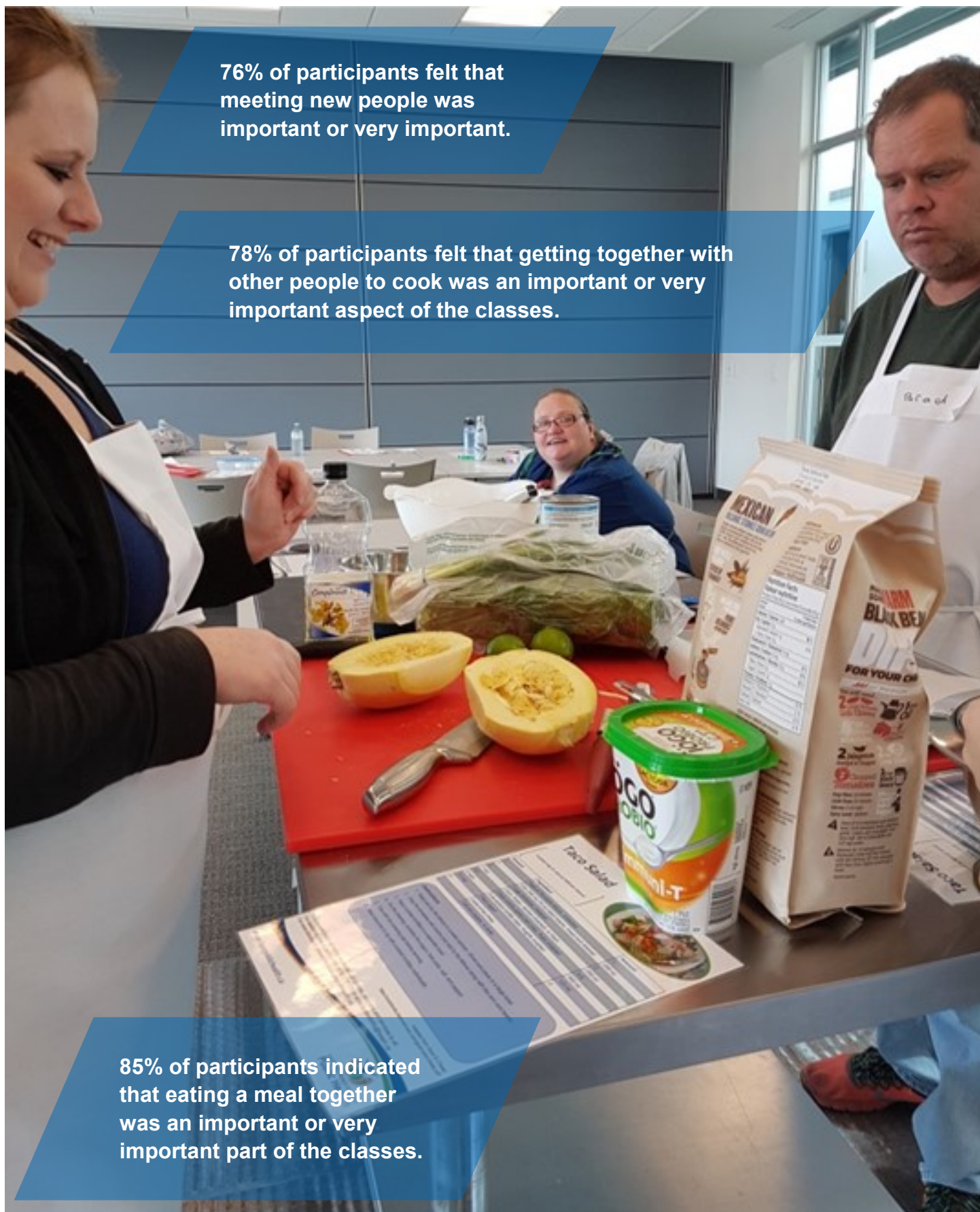
Participants most enjoyed cooking and eating together, as well as learning from each other and the instructors.

*“The sharing of ideas and the cooperation between participants.”*

*“I’m thinking more about what I eat.”*

*“Actually being introduced to new recipes and getting to cook them.”*





76% of participants felt that meeting new people was important or very important.

78% of participants felt that getting together with other people to cook was an important or very important aspect of the classes.

85% of participants indicated that eating a meal together was an important or very important part of the classes.

Figure 33: Cooking with the Basic Shelf participants preparing spaghetti squash and taco salad.



93% of participants believed that sharing healthy eating tips was an important or very important part of classes. The same percentage of participants felt that sharing food safety tips was important or very important.



85% of participants indicated that learning new cooking skills was an important or very important part of the classes for them, while 88% felt that learning new recipes was important or very important.

Figure 34: Participants at a Cooking with the Basic Shelf class serve each other breakfast for supper.

90% of participants felt that trying new foods was an important or very important part of the classes.



**Figure 36: Participants at a Cooking with the Basic Shelf class prepare a green smoothie.**



**Figure 35: A participant at a Cooking with the Basic Shelf class peels butternut squash for stew.**

Nearly all of the participants indicated they would be interested in attending classes in the future.

At each class there was generally enough food prepared so that participants could take home leftovers for themselves or family members. Only half of all participants felt that this was important or very important.

Participants received a \$10 grocery store gift card at each class they attended. This was to encourage them to purchase ingredients used in classes so they could prepare the recipes at home and to incentivize attendance at all classes. Only 59% of participants felt this was important or very important.

Overall, taking food home and receiving grocery store gift cards were seen as the least important components of classes by participants.



“Wonderful job - you gals did a really great job and I really enjoyed coming. Thank you for everything!”



“Always want to learn more.”

“What a great experience; love it all.”

Figure 37: Participant at a Cooking with the Basic Shelf class preparing popcorn.

# Food for Thought

## Background

Food for Thought began through a partnership between HPEPH and the Community Development Council of Quinte (CDC) in 2011. The purpose of this partnership was to develop a Train-the-Trainer course that would increase the capacity of community organizations to offer food skills classes for children aged 9 to 12. A Leader's Manual, based on material adapted from Thunder Bay District Health Unit and City of Hamilton Public Health Services, was developed to provide interested organizations with outlines and recipes required to run the classes.

The Food For Thought classes are intended to provide children aged 9 to 12 with an introduction to cooking and to develop knowledge and skills in areas such as nutrition, using a knife safely, injury and foodborne illness prevention, and using a variety of basic kitchen equipment. Classes begin with discussion and activities based on the topic of the day, after which participants prepare two or three recipes and sit down to eat together.

Food for Thought was not offered in the original Train-the-Trainer format, but was run as a food literacy class at HPEPH starting with a pilot in March 2016. Flyers for the class were sent out to 10 Belleville area schools for distribution to students in grades 4 to 6. The pilot series ran with 12 participants during the March Break. Five classes, each three hours in duration, were held Monday to Friday.

Due to the overwhelming response to the class, the decision was made to continue offering Food for Thought as a food literacy program for 2017. Flyers were distributed through Gleaners Food Bank, the Salvation Army, CDC, and five schools in the neighbourhood surrounding the HPEPH Belleville office. Flyers were also placed in mailboxes at a social housing complex on North Park Street. Four series were held in 2017 (two during March Break, one in July, and one in August). All series were run over five days but the class length varied (the three hour format was kept for the summer sessions, but classes were reduced to two hours for March Break) For each series, 12 participants were registered.

## Evaluation

Post-evaluations were completed by participants who attended the final class. The evaluation included Likert scale responses that assessed factors such as confidence, enjoyment, and learning. Open-ended questions were also integrated to solicit specific information about the knowledge and skills participants gained and any recommendations for improving the class.



**Figure 38: Participants at the Food for Thought classes give their stamp of approval as they prepare wraps.**





Figure 39: A participant at the Food for Thought classes prepares hummus.



Figure 40: Participants at the Food for Thought classes prepare nachos with fruit salsa.



Figure 41: Participants at the Food for Thought class enjoy whole wheat spaghetti with vegetarian tomato sauce.

## I am confident that I could make the Food for Thought recipes at home.

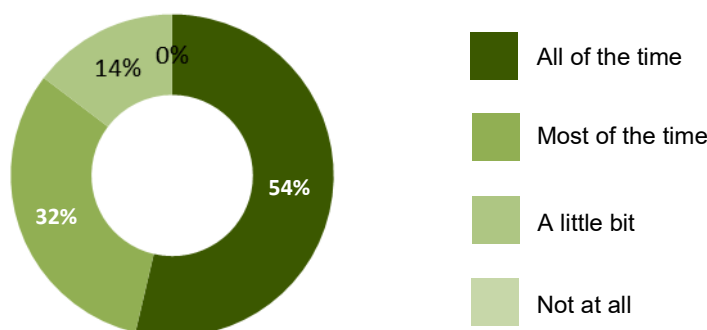


Figure 42: Confidence in preparing Food for Thought recipes at home.

Cooking *self-efficacy*, a key attribute of food literacy, is defined as confidence in one's ability to use available food and equipment to prepare meals (Locally Driven Collaborative Project Healthy Eating Team, 2017). In the final evaluation, over half of Food for Thought participants indicated they felt confident they could make all of the recipes at home. A third of participants indicated they were confident that they could make most of the recipes at home.

## I tried some new foods at Food for Thought.

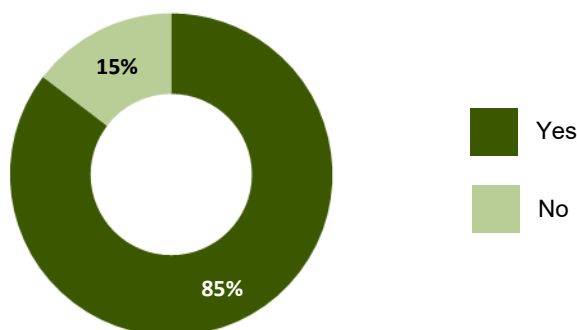


Figure 43: Trying new foods at Food for Thought.

Another key attribute of food literacy, *food attitude*, relates to an individual's attitude toward food and willingness to try new foods (Locally Driven Collaborative Project Healthy Eating Team, 2017). School-aged children may be hesitant with new foods, tastes, and textures. Food for Thought participants were encouraged to try all of the recipes that were prepared, but were given the freedom to choose which foods they wanted to eat in each class. Of the participants who completed the evaluation survey, 85% indicated they had tried new foods during the classes.



## I enjoyed being at Food for Thought.

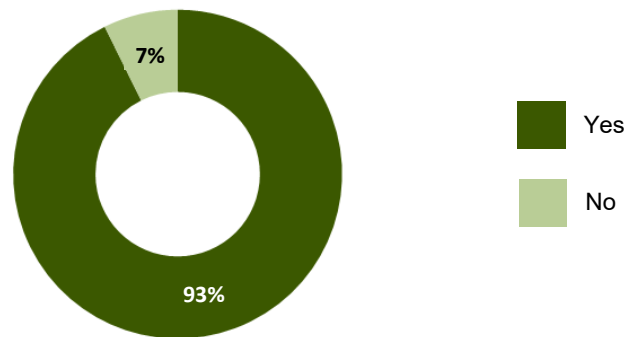


Figure 44: Participant enjoyment of Food for Thought classes.

The majority of participants (93%) indicated they enjoyed being at the classes all of the time. Many participants expressed during classes they had made new friends and wished the series was longer than five days. Parents frequently inquired whether there were other food skills classes offered for this age group and/or if their children could sign up for the class again. While the decision was made to open each Food for Thought series to new participants only, demand exists for additional food skills classes for older children and youth.



Figure 45: Participants at the Food for Thought class prepare vegetarian tomato sauce.





**"I tried lots of new foods."**

**Figure 46: Participants stop for a photo op with props.**

**"Everything is everything I imagined it would be and 100 times better!"**



**Figure 47: Participants enjoy a meal together.**



**Figure 48: Participants get ready to make homemade fries.**

**"I learned how to chop vegetables and about bacteria and lots of yummy recipes!"**

# Cooking with Kids

## Background

The Cooking with Kids: Family Cooking Class was based on evidence that healthy habits begin at home (Health Canada, 2010). While children as young as two years of age are able to complete age-appropriate tasks in the kitchen, parents may be hesitant to include children in meal planning and preparation (EatRight Ontario, 2016). The decision was made to pilot a food skills class for families, with a focus on increasing key attributes of food literacy, including food and nutrition knowledge, food skills, dietary behaviour, and cooking self-efficacy (Locally Driven Collaborative Project Healthy Eating Team, 2017).

To bridge the gap in food skills prior to eligibility for the Food for Thought class, family classes were targeted at children ages 6 to 8 years and parents or caregivers. A ratio of one child per caregiver was selected to ensure adequate caregiver supervision for each child. Twelve participants (six parents, six children) were registered for the pilot.

The class was run over four weeks, with a two-hour session each week. Each class began with a discussion and activities for caregivers and children, during which they enjoyed a healthy snack pre-prepared by the dietitians. In the second half of each class, families prepared a full recipe to take home (e.g. a pan of lasagna). Participants were encouraged to provide suggestions for recipes to prepare for three out of the four weeks. Themes covered in the classes included family meals, packing healthy lunches, food and knife safety, meal planning, and healthier choices when eating out. A 45-minute grocery store tour was held during the second class at the FreshCo in Belleville. This tour included lessons on label reading, store layout, healthier choices by section, and a scavenger hunt for kids.



**Figure 49: A mother and daughter prepare salsa during the Cooking with Kids class.**



## Evaluation

A pre-post survey was administered to parents at the first and final classes. A final evaluation to solicit feedback on how to improve the classes was also completed during the final class. Out of the six parents registered for the class, five completed the pre-survey and three completed the post-survey (one parent and child did not attend any of the classes, and a family of four missed the final class).

Due to the small number of responses received in the final class, comparison of data from the pre- and post-surveys was not appropriate. Of the three parents who completed the final evaluation survey, all indicated the ability to help their children build confidence in the kitchen was what they enjoyed most. All parents also found the grocery store tour useful and the discussions helpful.

*"I have enjoyed our 4 weeks of informative, cooking fun. Thank you ladies. You are awesome."*

*"Found it to be a great experience; definitely helped me understand what we are eating."*



**Figure 50: Participants stop by the freezer section on the grocery store tour.**



**Figure 51: A mother and daughter prepare ingredients for a take-home taco kit.**



**Figure 52: Participants use teamwork to operate the salad spinner.**

# Conclusion

Based on registration numbers it is evident that food literacy programs offered by HPEPH in 2017 were extremely well-received. Evaluations demonstrate the programs offered reached identified priority populations and increased food literacy and cooking confidence among participants.

The Call to Action from the Locally Driven Collaborative Project Healthy Eating Team recommends that public health practitioners adopt a food literacy framework as a foundation for healthy eating programs and services (Locally Driven Collaborative Project Healthy Eating Team, 2017). Offering food literacy classes in 2018 will allow HPEPH to continue to promote healthy eating behaviours and attitudes and improve the health of residents of Hastings and Prince Edward Counties.

# Recommendations

1. Partner with other community agencies to allow for expansion of the “lost skills” workshops (as previously offered during Nutrition Month) to other areas and topics throughout HPEC.
2. Continue to offer Cooking with the Basic Shelf classes in Belleville, Marmora, Wellington, and North Hastings and explore potential locations for a series in Quinte West.
3. Offer \$25 grocery store gift cards for participants at the final Cooking with the Basic Shelf class, rather than \$10 for every class they attend.
4. To expand the reach of the Cooking with the Basic Shelf classes and increase capacity of community partners, develop and offer a train-the-trainer food literacy workshop for interested community agencies.
5. Continue to offer Food for Thought classes in Belleville over March and summer breaks.
6. Develop a food literacy train-the-trainer workshop to be offered to community agencies, teachers, and others interested in providing food literacy programs and education.
7. Expand on the Cooking with Kids family cooking class pilot to continue to offer this series in Belleville.
8. Explore opportunities to offer the Cooking with Kids class in partnership with community agencies.
9. Add a fifth class to the Cooking with Kids series to allow for thorough discussion of family-related food literacy topics while incorporating the grocery store tour.
10. Advocate for the addition of food literacy curriculum in schools.



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